DOCUMENT RESUME

ED 206 928 CE 030 124

TITLE Fair Recruitment: The Model and Strategies.
INSTITUTION Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 80
NOTE 109p.; For a related document see CE 029 893.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adults; *Disabilities; Females; Guidelines; Males; Middle Aged Adults; *Minority Groups; Models; *Nontraditional Occupations; *Nontraditional Students; Older Adults; Postsecondary Education; Program Implementation; Publicity; Public Relations; Secondary Education; Student Recruitment; Vocational Education

ABSTRACT

This publication contains a model and 50 strategies for recruiting students into vocational education. The model provides a definition of the recruiting process and guidelines for recruiting male and female students into nontraditional areas, as well as for recruiting older adults, handicapped persons, and members of different ethnic cultures. The three areas of recruitment considered include (1) recruitment into vocational education as opposed to general or academic education; (2) recruitment into specific vocational institutions as opposed to other vocational institutions; and (3) recruitment into specific vocational education programs within the general vocational education program. Strategies are offered for each of these three areas that approach three different levels of action: awareness/interest--to get the attention of persons who have little or no knowledge of vocational education, vocational institutions, or vocational programs; desire/ decision--to encourage potential students to make the decision to pursue a vocational occupation; and action/enrollment--to provide the vehicle to get the student into the chosen vocational institution and program. The strategies include a time for implementation, a location for implementation, who should implement the strategy, and details on how the strategy can be implemented. An index to strategies indicates the specific purposes of each strategy as well as the target groups each addresses. Directions for preparing brochures, posters, displays, news articles, news releases and newsletters, radio and television spots, and slide-tape series, and conducting an open house, are included in appendixes. (KC)

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FAIR RECRUITMENT

THE MODEL AND STRATEGIES

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Department of Adult, Vocational and Technical Education

Research and Development Section

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A1-3	Balloons with Message	16	*	*	*	*	
A1-3	Bias-Free Brochure	17	*	*	*	*	
A1-3 B1-3	Bias-Free Slide Tape Series	18	*	*	*	*	
A1-3 B1-3 C1-3	"Bring a Friend to School" Day	20	*	*	*	*	
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MODEL PURPOSE	RECRUITMENT STRATEGIES	PAGE	TARGET GROUP				INDEX
			Sex	Age	Handicap	Ethnic Culture	
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MODEL PURPOSE	RECRUITMENT STRATEGIES	PAGE	TARGET GROUP			
			Sex	Age	Handicap	Ethnic Culture
B1-3	Short Course for Career Exploration	65	*	*	*	*
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MODEL

DEFINITION

FAIR RECRUITMENT MODEL AND STRATEGIES

Three areas of vocational education to approach when planning recruitment are: (1) recruitment into vocational education as opposed to general education or other areas of education; (2) recruitment into specific vocational institutions as opposed to other vocational institutions, and (3) recruitment into specific vocational education programs within the general vocational education program.

Strategies are offered for each of these three areas that approach three different levels of action: Awareness/Interest--to get the attention of persons who have little or no knowledge of vocational education, vocational institutions, or vocational programs; Desire/Decision--to encourage potential students to make the decision to pursue a vocational occupation; and Action/Enrollment--to provide the vehicle to get the student into the chosen vocational institution and program.

The identified strategies include these segments:

1. What--title of the strategy
2. When--time when strategy is to be implemented
3. Where--location where strategy is to be implemented
4. Who--individual(s) responsible for strategy implementation

MODEL

5. How--details on implementation of the strategy

Each of four population target groups nontraditional by sex, age, handicap, and ethnic culture will be addressed in each strategy. Specific actions unique to a target group will be addressed in the "how" section of the strategy.

The strategies will be appropriate for specific recruitment purposes. For example, one strategy may be appropriate for only creating awareness and interest in vocational education (Cell A-1). Another strategy may be appropriate for creating desire as well as action for a vocational education institution and a program within that institution (Cells B-2, B-3, C-2, C-3).

The Index to Strategies indicates the specific purposes of strategies as well as the target groups each addresses with the page number.

F A I R R E C R U I T M E N T M O D E L

		VOCATIONAL EDUCATION 1	VOCATIONAL EDUCATION INSTITUTION 2	VOCATIONAL EDUCATION PROGRAM 3
AWARENESS INTEREST	A	*Special populations +Strategies		
DESIRE DECISION	B			
ACTION ENROLLMENT	C			

*nontraditional by sex, age, handicap, ethnic culture
+what, when, where, who, how

GUIDELINES

WHO SHOULD RECRUIT?

Vocational administrators, counselors, educators, or staff who are assigned responsibilities for recruitment in general vocational education, for a specific institution, or for a vocational program must possess certain characteristics for success in that assignment. Some of these characteristics are:

1. Ability to fulfill a "Counselor" role as interaction with all types of individuals occurs.
2. Ability to listen to, analyze, and synthesize information, and to provide available alternatives based on that information for a prospective student to consider.
3. Commitment to people and to vocational education.
4. Ability to realistically promote the overall benefits of vocational education.
5. Willingness to follow through immediately to help individuals.
6. Familiarity with labor needs and job requirements in a community.
7. Continuing contact with various segments of a community, i.e., social, service agencies, social groups, Chamber of Commerce.

Many research studies indicate that counselors have an important influence on women and men students in reinforcing their thinking about career

decisions, encouraging them to think more broadly about their decisions, serving as role models, relating attitudes and information which affect students' self-esteem, distributing literature and showing films that address the career decision-making process. Vocational teachers also have a vital role in recruiting nontraditional students for vocational education classes. The ideal situation probably finds teachers, guidance counselors, and administrators involved in a collaborative recruitment effort. While teachers may tend to believe that career counseling is the proper domain of guidance counselors, nontraditional enrollment in vocational education isn't likely to get off the ground unless teachers assume at least part of this function. No matter how much support counselors give students, they won't enroll without the assurance that teachers believe in nontraditional equity. Peers also make good recruiters. This will be effective at a later stage of the effort when enrolled nontraditional students are available to share their successful experiences and tips on overcoming problems.

Individuals selected for recruitment assignments must be committed to the principle that vocational education is for all segments of the population including those people nontraditional by sex, age, handicap, and ethnic culture.

RECRUITING MALE AND FEMALE STUDENTS

The following suggestion for the recruitment of males and females into vocational programs nontraditional for their sex must be consistently in

GUIDELINES

effect to be successful. It is extremely important that each sex feels spoken to directly. Subtle implications that all are welcome will not succeed in recruiting persons into nontraditional areas.

It has been found that women respond favorably to role models; i.e., a female who is a student or a worker in a nontraditional program. They also are often influenced by male teachers in nontraditional programs if that teacher gives them support and encouragement. Both males and females respond when they see pictures of persons of the same sex as themselves performing tasks considered nontraditional.

Students report that they do not want to find new obstacles to overcome when they are half-way through a program. Likewise, students do not want to be reassured about the importance of work satisfaction only to discover that the low pay was deemphasized or not mentioned.

As might be expected, males and females do not wish to be recruited as token members of any occupation or to meet quotas. Most research indicates that those students enrolled in nontraditional programs succeed more surely if they are provided with a support group or support activities of some kind from time to time during the program period. Common guidelines found among most of the strategies used in reaching male and female students are:

1. Invite role models to speak to prospective students or to take part in panel discussions.
2. Be sure that bulletin board displays or posters displayed in school halls are not in places where they will only be seen by persons

already interested in the program - select neutral locations.

3. Do not recruit students from sex-segregated classes. Recruit from general assemblies or general education classes (English, math, etc.).
4. Provide male contact persons for male prospective students, and female contact persons for female prospective students. If this is not possible, be sure that the contact person is not going to discourage a person from entering a nontraditional program.
5. Discourage the labeling of students in formerly sex-segregated programs as "the boys" or "the girls" or "my boys" or "my girls."
6. Be sure that all materials developed either indicate by picture or the written word that both males and females can study and work successfully in that program area - that success depends on interest and ability, not sex.

RECRUITING ADULT STUDENTS

A key issue to constantly address when considering the adult population is their time schedule for availability for information dissemination as well as for program delivery. Adults tend to have very complex schedules and need every consideration of those schedules.

Adult attitudes may tend to be more fixed concerning vocational education or a specific occupation and their role in that occupation. Recruitment personnel must be prepared to deal with those attitudes and not become defensive. Rather, they should be prepared to show benefits of vocational

GUIDELINES

education as well as the attributes and detriments of specific occupations. Be honest, realistic, and avoid overselling as that will cause suspicion.

Keep in mind the life cycle concept. A fifty-year-old person is different from a thirty-year-old not only in life style but also in the types of educational experiences they have had.

Adults, especially those who have not been in the work force or in school recently, will need special reassurance that they can accomplish vocational education training goals. Cautiously use the word "education" and "school." Generally, adults will come in with the attitude: "I've been away from school for so long that I will never be able to get into an education routine," or "I was never successful at school work--why will this be any different?" Rather, refer to learning and successfully performing job skills.

Single parent adults will need additional information services, such as availability of child care, so they can attend classes.

Recruitment personnel should be aware that adults may think it is unusual for them to consider a career change in mid-life and not want to talk about it. Information about mid-life career changes should be available for reference or dissemination.

Have someone available to escort adults through the process of enrolling and beginning the instruction to simplify the process. Try to establish a "buddy" system so they have someone to question and to share with making the situation non-threatening.

GUIDELINES

The best strategies to use in winning the adult population are:

1. Be completely honest.
2. Use a soft-sell approach.
3. Follow through immediately on any requests.
4. Learn their names immediately.
5. Clarify that they are competent to receive vocational education training.
6. In the beginning, put them in an environment in which they are comfortable, i.e. church, community building.
7. Maintain contact with institutions offering general education and "hobby" courses to determine if a liaison might be established for offering vocational courses.
8. Assist prospective students with child care arrangements.
9. Use Welcome Wagon to contact new members in the community.

RECRUITING HANDICAPPED STUDENTS

As with any target group, it is important that the message be specifically directed to handicapped students. When recruiters go out into schools and the community, they must be aware of structural barriers which might keep handicapped students from attending recruitment programs, for example, staircases and narrow doorways.

It has been found that parents of all students play an important role in career decision-making, but this is even more evident with parents of handicapped students. These parents soon learn that they must be advocates

GUIDELINES

for their children in order for them to receive maximum educational benefits, and many have joined parents' organizations. Parents who have been involved in these organizations could serve well on an advisory committee and act as a part of the recruitment team.

In working with handicapped students, it is best to focus on abilities while being cognizant of the limitations that specific disabilities impose. The recruiter should be aware of modifications which have been made or which could be made in training programs and equipment and also of special types of equipment available.

The recruiter should also be aware of special financial aid programs available to handicapped students. A counselor from the Department of Vocational Rehabilitation Services would be helpful on an advisory committee since this Department distributes financial aid for handicapped students.

Organizations such as Lions Club and Elks often furnish special equipment and services for handicapped students, and members of such organizations might also serve in an advisory role. Information concerning services within the community such as wheel chair repair, interpreters for the deaf, and recreational facilities for the handicapped should be included as a part of the recruitment program.

Common guidelines for recruiting handicapped students include:

1. Provide interpreters for the deaf.
2. Provide leaders and readers for the blind.
3. Be sure recruitment area is accessible to students in wheel chairs

GUIDELINES

or on crutches.

4. If snacks are to be provided, make sure they will be easy to handle.
5. Provide pictures of disabled persons performing tasks.
6. Provide information on job opportunities - how willing are local employers to hire disabled.
7. Report earning potentials.
8. Provide information concerning area services available, such as wheel chair repair, modified telephones for the hard of hearing, accessibility to public buildings.
9. Describe modifications that can be made in training programs.
10. Describe special equipment that is available.
11. Provide special assistance with transportation to attend fairs or career days.
12. Be sensitive to the feelings of disabled students when asking them to participate in recruitment activities. Some students will readily talk about their disability and be willing to share what they have learned, while other students may not wish to participate in a way which reminds them of their disability.
13. Be honest with students about chances for employment in particular fields.
14. If program flexibility is needed and offered, make this fact known.

GUIDELINES

RECRUITING CULTURALLY DIFFERENT STUDENTS

The culturally different have traditionally been channeled into vocational programs and labeled as low-achievers. As a consequence, these groups view vocational education in a negative manner. One of the first tasks of the vocational educator, therefore, is to overcome this negativism.

Since parents, especially mothers, in many of these groups play a strong role in career decision-making, it is important to plan a recruitment program which includes reaching parents as well as potential students. Such a program must include information which will convince the culturally different population that there are opportunities for upward mobility and that vocational education is a constructive choice. It must be emphasized that with advances in technology, vocational education programs are demanding, but motivated students can achieve necessary skills and knowledge through vocational training.

Vocational education recruiters will need to go into areas where they can reach the culturally different populations. Churches, ethnic social organizations, and ethnic neighborhood groups have been suggested as good places to reach parents and prospective students.

Caution should be used by those not familiar with the cultural differences of the target population. Since it is easy to offend through ignorance of cultural differences, it is good to solicit the advice of someone from the target population when planning a recruitment program.

GUIDELINES

Common guidelines useful in reaching the culturally different are:

1. Go where the students and their families spend time such as:

   Ethnic Community Centers and Organizations

   Churches

   Places of Work

   Community Health Centers

2. Provide bilingual materials.

3. Include pictures of ethnic minorities.

4. Consult with persons from particular target groups. This can help to avoid embarrassment and offense through ignorance. Remember that even though the dominant language may be the same, the cultures may be different. An example: Puerto Ricans, Mexicans, and Cubans. Also be aware of the social strata within each target population so that contact is made at the appropriate level.

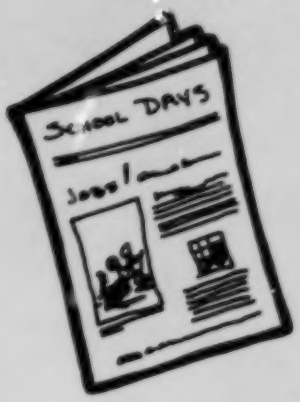
5. When providing snacks and refreshments, take into consideration the tastes of the ethnic groups.

6. Provide occupational information corresponding to the vocational/technical programs that are available at the training facility. Such data might include: required psychomotor behaviors for task completion, necessary educational and experiential background for optional task performance, availability of positions, salary and fringe benefits, promotional opportunities, general description of the work environment.

GUIDELINES

7. Disseminate information regarding the training facility in general and training programs specifically. Include the course content of the curricula and student support services designed to meet the needs of the culturally different.

STRATEGIES



WHAT ARTICLE/COLUMN FOR SCHOOL NEWSPAPER

WHEN Periodically

WHERE In the high school or community college

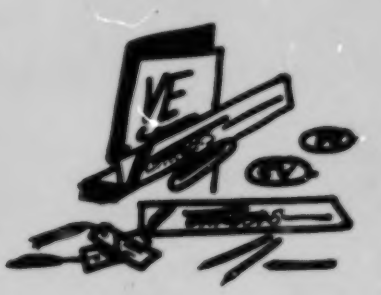
WHO Vocational students, vocational educators, and recruitment staff

HOW <u>For All Target Groups:</u>

Provide articles and advertisements for school newspapers that explain vocational programs and tell about pioneering students. Encourage the school newspaper staff to do a series of articles, possibly including questionnaires on sex equity or sex stereotyping. Include people in pioneering jobs and those who have changed careers. Provide photographs to accompany articles. A regular column in the school newspaper would provide news about programs as well as graduates of those programs.

See Appendix D for guidelines for preparing news articles.

STRATEGIES



WHAT ATTENTION-GETTER GIVEAWAYS

WHEN Throughout the year

WHERE At locations of formal recruitment activities, i.e., shopping malls, fairs, career days

WHO Vocational educators, students, or recruitment staff

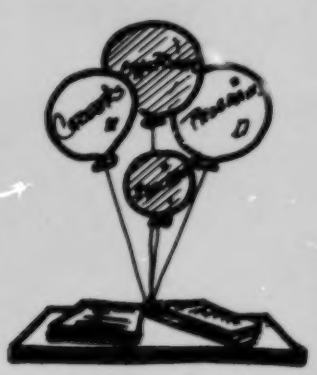
HOW <u>For all target groups:</u>

Purchase or have vocational classes develop any of the following items for dissemination through other recruitment modes, i.e., display at a shopping mall, mobile recruitment unit, career day booth. Have appropriate messages or logos printed on:

- Bumper stickers
- Pens
- Book covers
- Lapel buttons
- License plate holders
- Folders or portfolios
- Seam cutters
- Bookmarks

Be sure that the mobile unit or booth is located in the way described in the strategies to reach all populations--go to ethnic neighborhoods, or locate at neutral places on the fairgrounds or shopping areas.

STRATEGIES



WHAT BALLOONS WITH MESSAGE

WHEN Anytime there is an opportunity

WHERE Release at political or athletic events or fairs

WHO Vocational student organization members

HOW <u>For All Target Groups:</u>

To generate awareness and interest have balloons printed with messages on the outside and possibly include a small piece of paper inside the balloon with contact information.

The messages may include such statements as:
"Is Vocational Education for You?"
"Investigate Vocational Educational Opportunities at _____."
"Vocational Education: A Good Idea"

STRATEGIES

WHAT BIAS-FREE BROCHURE

WHEN Anytime, allowing for printing time so that brochures are available when needed as part of other strategies

WHERE For use in community displays, mailings, or other display plans

WHO Vocational educators, counselors, or administrators

HOW <u>For All Target Groups</u>:

Show target populations in nontraditional work situations by means of drawings or photographs. Present men and women of various ages, ethnic cultures, and physical conditions. Give wage and hour information in brief and estimate school time for completion. Indicate special facilities for handicapped and special services offered. Give more than one name, male, female, and ethnic group member, if possible, as contact persons.

Be sure to use brochures where they will reach the target population, i.e., place them where the target population congregates or spends time.

See Appendix A for specific guidelines for preparing brochures.

STRATEGIES

WHAT BIAS-FREE SLIDE-TAPE SERIES

WHEN Anytime during the school year

WHERE Wherever recruitment is done

WHO Recruitment staff or person designated by the vocational administrator

HOW The critical factor for the slide-tape series is that all target populations find themselves somewhere in the series, that all populations can see and/or hear that they personally are invited and expected to enroll and succeed in vocational education. See the slide-tape guidelines in Appendix J for general guidelines in preparing slide-tape series.

Sex:

Make certain that women of all ages and ethnic cultures and physical conditions are shown studying or working in the traditionally male occupations as well as the traditionally female occupations. Also picture males participating in classes or work in the traditionally female occupations. Try to avoid tokenism, that is, just one male in a cooking class, or one female in welding. If it is absolutely impossible to picture nontraditional students, at least spend time on the audio portion of the series explaining that males and females are successful in these occupations; give examples if possible. When using nontraditional pictures, be sure that none of the males in the nontraditional fields appear effeminate or in a submissive role. Likewise, be sure that the females do not appear awkward, out-of-place, or expressly masculine in the nontraditional environments.

Age:

Slides should include people of middle and older ages participating in classes and occupations. Use the audio portion to explain that often times older persons want to learn more about their chosen occupation or to change occupations completely and need more education. If "catch up" courses are available, be sure to mention them but do not refer to them as remedial classes.

STRATEGIES

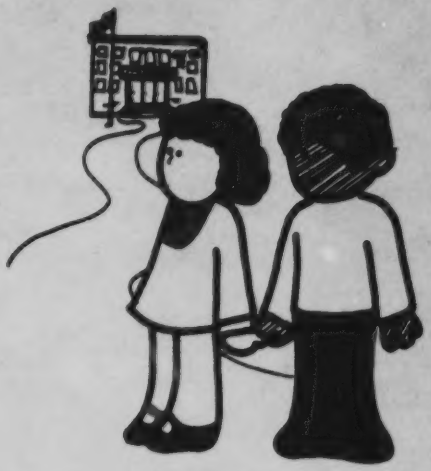
Handicap:

Include pictures of any special facilities, ramps, braille signs, earphones, wide aisles and halls, low-placed bulletin boards and clocks, specially designed work tables and/or shop equipment. Pictures are more effective than words in this case. Also, mention any special services available. Obviously, if the needs of any particularly handicapped persons cannot be met, do not lead them to believe that they can. Assist in getting the institution and program prepared as soon as possible and recruit accordingly.

Ethnic:

It is just as important to include faces of persons of various cultures as it is to include both sexes and all ages. Of course, it is impossible to include pictures of every ethnic culture. However, if it is possible to include pictures of several ethnic cultures, persons of these and other ethnic cultures will get the message that the institution or program welcomes all people, that they may be able to find someone there who is in a similar situation to themselves. Be sure to indicate if there are special services in the way of language assistance and tutoring available. Be sure to show these individuals in positions at several levels of the advancement ladder so that they do not feel that they can only succeed at entry-level work.

STRATEGIES



WHAT "BRING A FRIEND TO SCHOOL" DAY

WHEN Annually

WHERE Vocational programs in the district

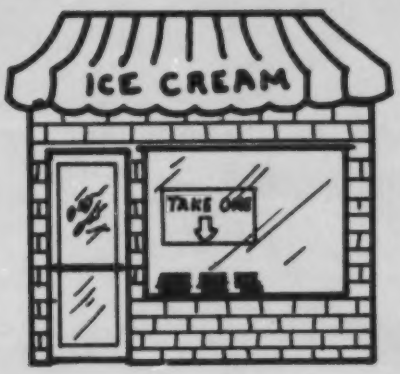
WHO Vocational educators, counselors, and students

HOW <u>For All Target Groups:</u>

Encourage students to bring a friend to class - a special effort to include a friend or relative. Activities may be structured around:

1. Projects to demonstrate the various technical skills developed by current students.
2. Allowing guests to closely inspect the equipment and to ask questions about involved techniques.
3. Arrange for an informal group discussion with a focus on the development of education and career plans.
4. Provide information concerning academic courses, enrollment procedures, and student services.

STRATEGIES



WHAT BROCHURE DISSEMINATION

WHEN At any time

WHERE Locally - see HOW

WHO Recruitment staff coordinate vocational students to do the actual dissemination

HOW Have students disseminate brochures about specific programs with information on th[illegible]ining time and persons to contact. Distribute brochures to target group persons, organizations, or social agencies concerned with the target populations.

Sex:

Disseminate to displaced homemaker centers, re-entry program centers, public libraries, beauty shops, and barbershops.

Age:

Disseminate to factory personnel officers, unemployment offices, parole offices, and public libraries.

Handicap:

Disseminate to Department of Rehabilitation Services, medical service waiting rooms, and Special Olympics functions.

Ethnic:

Disseminate to ethnic related businesses, clubs, or agencies, i.e., Migrant Farmer Service.

See Appendix A for detailed directions for preparing brochures.

STRATEGIES

WHAT BROCHURES WITH UTILITY BILLS

WHEN At least once a year

WHERE In cooperation with a local utility

WHO Vocational recruitment staff

HOW <u>For All Target Groups:</u>

Make contact with management of the utility to identify guidelines and procedures for accomplishing this activity. Develop brochure according to possible specifications the utility may require. The brochure should address the total vocational education realm in the area which would be of interest to parents for their children as well as for themselves.

Refer to Appendix A for specific guidelines in preparing brochures in general. Refer to strategy BIAS-FREE BROCHURES for specific guidelines in making the brochure "people fair."

STRATEGIES

WHAT CAMPUS TOURS - OPEN HOUSE

WHEN Annually

WHERE Vocational facilities in the school

WHO Recruitment staff, vocational educators, and students

HOW <u>For All Target Groups</u>:

Broadcast such events community wide. Send out letters to organizations during the summer when organizations are planning their annual programs inviting them to hold their monthly meeting at the institution. Possibly, offer refreshments prepared by a food services program. Consider these organizations: Rotary, Lions, senior citizens, VFW, DAR, Jaycees, Womens Club, Newcomers Club, Beta Sigma Phi, PTA-PTO, women's and men's associations in area churches, NOW, Business and Professional Women, American Association of University Women, League of Women Voters.

Activities might include:

1. Tours of classroom and laboratory facilities.

2. Demonstration of instructional methods and related equipment. Stress how these areas can be or have been adapted to fit the needs of students with handicaps. Have handicapped and non-handicapped students operate the equipment.

3. Encourage communication to facilitate an understanding that the handicapped are a targeted population for inclusion in educational programs. Enumerate the specific efforts made toward this goal. Encourage referrals from these community groups.

STRATEGIES

WHAT COMIC BOOK/COLORING BOOK

WHEN Printed and distributed annually or semi-annually

WHERE Distributed to children at fairs, shopping malls, elementary schools

WHO Vocational student organization members

HOW <u>For All Target Groups:</u>

Develop short "success" stories in a format which shows members of the various target groups working together in a number of vocational settings.

STRATEGIES

WHAT COMMUNITY MEETINGS

WHEN Schedule at times when people are available to attend or coordinate with other organizational meetings

WHERE Churches, community centers, and community organizations

WHO Recruitment Team members and a person from the target group who has achieved success in a vocational field

HOW <u>For All Target Groups:</u>

Refer to the strategy entitled RECRUITMENT TEAM FROM VOCATIONAL EDUCATION FACILITY for specific guidelines in developing a team.

Contact community and organizational leaders directly. The focus is to be centered on how people achieve personal and social development with the aid of vocational education and an outline of the vocational education opportunities in the area. Specific points, as contained in audio/visual presentations and informal discussions, might include:

1. The target group member's account of educational and occupational career development. Emphasize any disruptive elements in this development, such as low test scores, prejudicial attitudes, etc.

2. How vocational program completion and entry into an occupation has contributed to that target group member's development in relation to salary, benefits, responsibilities, and increased social status.

3. A brochure outlining the vocational education programs offered.

STRATEGIES

WHAT CONTACT STUDENTS WITH LOW SAT SCORES (FROM STUDENT SEARCH SERVICE)

WHEN According to availability of SAT scores

WHERE Personal letter or telephone call to student's place of residence

WHO Vocational Counselor

HOW <u>For All Target Groups:</u>

Indicate the means by which the students' names and scores were obtained. Suggest that the training facility does not necessarily believe that success in an educational program is accurately predicted by SAT scores. It may be beneficial to describe a target group student who received low SAT scores and was successful in the training program and subsequent job performance. Encourage the student to consider vocational education as a positive, constructive educational alternative.

Note that scores may be obtained from SAT - College Board Student Search Service.

STRATEGIES

WHAT CRAFTSPERSON DEMONSTRATION

WHEN Anytime

WHERE In classrooms, general assemblies, or where general education students will be exposed to the information

WHO Recruitment staff to secure volunteer craftsperson from community

HOW <u>Sex:</u>

Arrange for a female or male in a nontraditional craft to prepare a brief explanation of their craft, the problems and rewards. Seek their willingness to become part of a support group for nontraditional students in the crafts area. Be sure a contact name and number is available to interested students, not only a contact person in the school, but also people who could be contacted in the community at local business and industry sites.

<u>Handicap and Ethnic:</u>

Arrange for a handicapped person to perform an aspect of the vocation to familiarize students with the operational techniques of various occupational tasks by observing the actual performance. Also discuss the physical and mental requirements of the task and how these may be mastered through completion of the vocational training program.

STRATEGIES

WHAT FAMILY NIGHT

WHEN Once a term

WHERE At the community college

WHO Recruitment staff, vocational educators, and counselors

HOW <u>Adult</u>:

This strategy is effective especially for re-entry women. Husbands and family members are invited to a "family night" orientation instead of a traditional "parents night." This provides an opportunity for the entire family to understand programs, school services, and support services available to adults returning to school. Have various vocational educators and counselors available to give presentations on programs and services and socialize with the families.

STRATEGIES

WHAT FIELD TRIPS TO BUSINESS AND INDUSTRIAL SITES

WHEN At convenient times for the business and industry

WHERE On-site at the business or industry

WHO Vocational educators and recruitment staff

HOW <u>Sex</u>:

Choose industries traditionally considered primarily male or female. Stay close to home if possible so that students can see employment opportunities near by, but travel as far as money permits if there are no nontraditional workers nearby.

Get permission from the school and the industry or business. Select industries that have at least some nontraditional workers. If possible arrange for a question and answer time with these nontraditional workers.

<u>Age</u>:

Spend a half or full day at individual businesses and industries. Make appointment with management responsible for training to determine if assistance might be provided. Ask for the opportunity to talk to personnel on an individual basis about training, retraining, and other opportunities that the institution may provide.

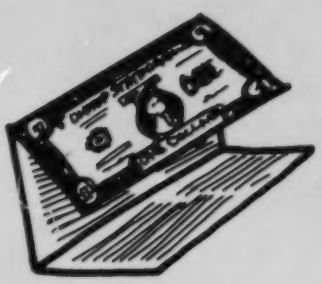
<u>Handicap</u>:

Visitation for the handicapped may present special problems. It is important to select work places that are accessible to the handicapped and have handicapped employees in various line and administrative positions.

<u>Ethnic</u>:

Spend a half or full day at individual businesses and industries, and select businesses with ethnic workers if possible. Ask for the opportunity to talk to personnel on an individual basis about training, retraining, and other opportunities that the institution may provide especially for the target group.

STRATEGIES



WHAT FLYER DISSEMINATION IN COMMUNITY

WHEN At various times throughout the school year, particularly prior to the beginning of the term or school year

WHERE In places where the various target populations will see them (See HOW)

WHO Vocational students, educators, or institutional recruitment staff

HOW The flyers must contain by means of pictures or words, clear inclusion of each target population. Show pictures of people of both sexes, all ages, several ethnic cultures, and various physical conditions where possible, engaged in various forms of vocational work and learning. Consider designing special flyers in a dollar-bill format to depict the economic benefits of vocational education. The key to this strategy is in where the flyers are placed so that they reach the target populations.

Sex:

Place flyers in beauty shops, barbershops, shopping malls, farm implement businesses, dress shops, medical service waiting rooms, grocery store sacks, exercise centers, gyms, and restrooms.

Age:

Place flyers in bank information areas, county court house information areas, unemployment office envelope stuffers, utility bill, welfare, and/or social security information stuffers, coffee rooms of nearby factories or places of business.

Handicap:

Place flyers in rehabilitation centers, medical service waiting rooms, medical equipment outlets, community bulletin boards, and real estate or rental property offices.

STRATEGIES

Ethnic Cu'ture:

Place flyers as sack stuffers in neighborhood grocery stores, and in local recreational centers. To reach youth, find a local arcade establishment and seek permission to leave flyers.

See Appendix A for detailed directions on preparing flyers.

STRATEGIES

WHAT FOLLOW-UP OF PROSPECTIVE STUDENTS

WHEN June through August

WHERE Write or telephone persons who have previously inquired about programs

WHO Vocational staff on appointment during summer months

HOW <u>For All Target Groups:</u>

Obtain lists of persons who have attended workshops, meetings, open houses, etc. By means of phone calls or personal letters (including self-addressed return envelopes) attempt to determine:

1. If these programs received adequate information concerning the services offered by the local educational agency.
2. If they would be receptive to further contacts from institutional representatives.
3. Recommendations from these individuals as to how the educational facility could modify its recruitment methods, training programs and student services to better serve the community.

STRATEGIES

WHAT HIGH SCHOOL VISITATION DAY

WHEN Early December, April, and September

WHERE Local high schools

WHO Vocational educators, recruitment staff, counselors, and members of advisory councils. Include respresentatives from target groups when possible.

HOW <u>For All Target Groups Except Adults:</u>

Actively encourage students and parents to attend by prior notification of the purpose and scope of the visitation through flyers, letters, etc. The task is to demonstrate that entry into and completion of a vocational education program can result in attractive measurable economic, social, and personal benefits. This approach is crucial since many persons incorrectly consider the vocational/technical education route to be a secondary educational alternative. It is important that parents of ethnic group students view vocational education as a means of personal development since they are concerned with the upward mobility of their children and are actively involved in the career decision-making process. Specific methods include:

1. Audio/visual presentations of all student groups performing a wide range of occupational tasks in the work environment.

2. World-of-work information relative to salaries, possible fringe benefits, working conditions, geographic location of jobs, job responsibilities, and career advancement potential for specific occupational areas.

3. Demonstration of the utility of a career decision-making model by examples of how personal characteristics of interests, aptitudes, educational background, and job-related values are compared and contrasted with the requirements of various occupations to arrive at a vocational education choice.

STRATEGIES

4. Distribution of catalogs, bulletins, and other literature regarding academic (program requirements, course listings) and student support (counseling, tutoring, financial assistance) services which are available. If the names of interested parties can be obtained, a personalized follow-up letter or phone call might be appropriate and beneficial.

After meeting at a neutral point, take all students on a tour of as many of the program areas as time permits. Do not divide into interest groups, as these divisions may be unconsciously done by sex difference. Also, students may find they are interested in a program they know nothing about and would not have listed as an interest. Make specific mention of the opportunities for both males and females in each program.

STRATEGIES

WHAT HIGH SCHOOL VISITATION DAY BY SUCCESSFULLY EMPLOYED FORMER STUDENTS

WHEN Spring

WHERE Local senior high schools and junior high schools

WHO Vocational educators and counselors

HOW <u>For All Target Groups Except Adults:</u>

Student interest may be enhanced by allowing the former student to present a media presentation concerning the vocational area in which the former student is working. Ideally this would include visuals of the target groups performing specific occupational tasks, as well as serving in supervisory roles. The benefits of such presentations may be increased by conducting an informal question and answer session in which the following areas are discussed:

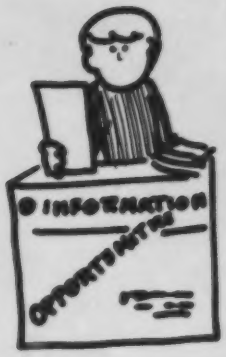
1. An account of any adjustment problems which were encountered in high school or college such as mobility, grades, social acceptance training equipment, etc.

2. The process of applying, entering, and completing a training or degree program with a focus on any problem areas.

3. A review of the person's experience in the world-of-work, detailing problems which might have arisen due to membership in one of the target groups.

4. A summary of the person's career path and present position with an emphasis on salary, job responsibilities, working conditions, and career advancement potentials.

STRATEGIES



WHAT INFORMATION BOOTHS

WHEN At any community event

WHERE State and county fairs, school career day, senior citizen programs, church or women's club bazaar, flea markets, community yard sales, shopping malls, athletic events

WHO Vocational educators, students, advisory council members, and counselors

HOW <u>Sex</u>:

Be sure that flyers and brochures show both males and females at work in all fields of study, that females do not appear awkward or out of place, and that males in nontraditional fields do not appear feminine or in submission to females. Locate booth where it will receive the attention of a broad spectrum of society. For example, do not locate near farm equipment tents or handicraft tents, but find a neutral area.

<u>Age</u>:

The booth must have an attention-getter for adults. These are possibilities: "Are you thinking of changing jobs?" "Are you afraid of entering that world of work?" "Do you feel a need to upgrade your technical skills?" "Stop here for some options that you may find helpful."

Have available success stories of adults who have sought different options at different ages with pictures to show them on the job. Be able to distribute brochures with specific information about occupations, jobs, positions, programs, and schedules. Have them register for a drawing so you get names and addresses for possible follow-up.

STRATEGIES

Handicap and Ethnic:

Provide audio/visual presentations of all student groups in classroom and laboratory settings; include handicapped and representatives of the ethnic culture group. Have special equipment on display with a handicapped person performing a task. An example would be a word processing unit for the blind or deaf. Allow those in attendance to practice with the equipment.

Make available for inspection or dissemination catalogs, bulletins, or other literature relating to the academic and student support services offered by the vocational institution. Emphasize institutional attempts to comply with P.L. 94-142 and efforts to meet the needs of ethnic culture groups.

If names of interested parties can be obtained, follow-up with a personal letter or phone call to determine if further information or services are desired.

STRATEGIES

WHAT JUNIOR HIGH SCHOOL VISITS

WHEN Several presentations during the students' progress through the 7th, 8th, and 9th grades

WHERE Local junior high schools (ensure that programs are conducted in readily accessible areas) or invite students to visit senior high school vocational classes

WHO Vocational educators, counselors, and students including those from a nontraditional background

HOW Sex:

Be sure that all students hear or see all program information. Do not permit interest divisions as these are often predetermined by sex. Emphasize the areas of good opportunity for both sexes including salary scales, job responsibilities, working conditions, and career advancement potentials. Emphasize the current cross-occupational trends. Reassure students that it is acceptable to have a nontraditional interest. Let current students, particularly nontraditionals, do most of the talking. Teachers should be prepared to present information concerning employment opportunities open to vocational graduates. See Appendix K for sources of this information.

Handicap and Ethnic:

Make a special effort to contact handicapped and ethnic students through teachers and counselors; invite parents of special need students. Specific activities might include:

1. Audio/visual presentation of all student groups performing a wide range of occupational tasks.

2. World-of-work information for specific occupations including salary, job responsibilities, working conditions, career advancement potentials, etc.

STRATEGIES

3. Discussion of a career decision-making model in which characteristics such as interests, aptitudes, educational plans, and job-related values are examined to arrive at educational/vocational choices.

4. Outline of available programs and student support services which are offered by local training facilities. Important factors for the targeted groups:

   Special support services
   Modifications of curriculum and instructional models
   Classroom accommodations
   Alterations in testing and evaluation

STRATEGIES

WHAT LETTER TO SENIORS

WHEN Beginning of school year

WHERE To student residence

WHO Vocational educators and counselors

HOW <u>For All Target Groups Except Adults:</u>

Address personal letters to seniors with the following content:

1. Has the person made post high-school educational or occupational plans? If so, does the decision appear consistent with one's values, interests, needs and aptitudes?

2. Indicate that the local training facility offers programs that prepare persons for rewarding and satisfying careers in various vocational areas.

3. Invite the person to the local facility to examine the campus, training programs, and student services. Also suggest that if the person has doubts about career plans, he/she can talk with guidance counselors.

STRATEGIES

WHAT LOGO

WHEN When appropriate

WHERE On all printed material

WHO Recruitment staff

HOW <u>For All Target Groups:</u>

A symbol for association with vocational education for all target groups. Conduct a contest and encourage various designs to be submitted from the community as well as the school. A consensus from a selected school panel will determine the most appropriate design.

STRATEGIES

WHAT MASS MAILINGS (SCHEDULE OF CLASSES, ENROLLMENT PROCEDURES, AND REGISTRATION DATES)

WHEN Prior to the beginning of new semesters or programs and in ample time for registration

WHERE To all households in district served and to such public places as doctors offices, hospitals, employment centers, post offices, public aid or general assistance centers, and ethnic-related organizations

WHO Admissions or vocational recruitment personnel

HOW <u>For All Target Groups:</u>

This information can be prepared in several languages if there are populations of limited English speaking people in the district. If distributing in public places, attempt to include a poster of class schedules; be sure that related pictures are aimed at the target populations. Also, include a name and telephone number where additional information may be obtained.

STRATEGIES

WHAT MEDIA ANNOUNCEMENTS OF SUCCESSFUL VOCATIONAL SCHOOL GRADUATES

WHEN Week-ends or "prime-time" spots

WHERE Local radio, TV, or newspaper

WHO Recruitment staff

HOW <u>Sex</u>:

Find successful graduates of nontraditional programs. Have them describe the peer and/or family pressures as well as attitude adjustments they faced in completing the program. Also describe the current level of satisfaction achieved. Mention any support activities that contributed to their program completion and vocational progress.

<u>Age</u>:

Use an adult graduate of a program for a "before" and "after." A good example might be a displaced homemaker showing the before as an individual left with several children to support and no source of income. Be sure the individual indicates the steps they completed in locating information about training and sources of support for them as they pursued training. Then show them in their actual place of employment and indicate the amount of time it took for the individual to be gainfully employed.

<u>Handicap and Ethnic</u>:

The purpose of such announcements is to create interest in vocational education in general and certain schools in particular. Whether in English or another language content might include:

1. Job opportunities for those with specific technical skills.
2. Feature stories of graduates who have found success in a particular vocational field.
3. Obstacles a handicapped graduate overcame.

STRATEGIES

WHAT MOBILE DISPLAY UNIT

WHEN Throughout the school year with a more concentrated effort during the spring and summer months--prior to the beginning of a new school year

WHERE Throughout the district served

WHO Recruitment team with a representative from the target groups

HOW <u>For All Target Groups</u>:

Refer to the strategy entitled RECRUITMENT TEAM FROM VOCATIONAL EDUCATION FACILITY for specific guidelines in developing a bias-free team.

Equip a mobile van with information related to:

1. Groups of students performing various occupational training tasks or on-the-job work tasks presented through audio/visual means. Assure that the visual and audio portions reflect the background of the target groups.

2. World-of-work information relative to salaries, fringe benefits, working conditions, geographic locations of jobs, job responsibilities, and career advancement potentials for occupational areas.

3. Catalogs, bulletins, and other literature concerning academic and student support services which are available at the vocational institution. If interest is indicated, follow-up immediately with appropriate means and material.

STRATEGIES

WHAT NEWSLETTER TO COMMUNITY ORGANIZATIONS

WHEN Monthly, quarterly, or semi-annually

WHERE Various community organizations and businesses

WHO Recruitment staff, vocational student organization members

HOW This should be considered as a possible project for journalism and/or typewriting classes to write and produce.

Use the local library as a source of lists of active organizations in the community. Such organizations may include Chamber of Commerce, Business and Professional Women, Women's Club, lodges, social and service organizations, AARP, hunting clubs, labor unions, American Legion, VFW.

Age:

Present overall information about vocational education, job market trends in the area, the programs of various schools, success stories of enrolled adult students as well as graduates. It should contain specific information on schedules for program starts, on individuals to contact for further information, and program completion time.

Handicap:

Provide information in the following areas:

1. Employment opportunities in various occupations including salary, working conditions, and job responsibilities.

2. Educational and student support services available at the local educational facility with an emphasis on specific education provisions in accord with P.L. 94-142.

3. How vocational education serves as a means for facilitating the professional, social, and personal development of the handicapped to such organizations as the Salvation Army, YMCA, YWCA, Department of Rehabilitation Services, Mental Health Services, Public Aid, and the Cerebral Palsy Foundation. Provide name and address of the facility contact person.

STRATEGIES

Ethnic:

Provide information in the following areas:

1. Employment opportunities in various occupations including salary, working conditions, and job responsibilities.

2. Educational and student support services offered at the local training facility. Emphasize any special services for ethnic populations.

3. How vocational education serves as a means for promoting the professional, social, and personal development of ethnic groups to such organizations as the Bilingual Education Center of Illinois, migrant offices, NAACP, etc.

See Appendix F for guidelines in preparing newsletters.

STRATEGIES

WHAT NEWSLETTERS TO FAMILIES

WHEN Monthly, quarterly, or semi-annually

WHERE All families with high school age children in the school district

WHO Vocational recruitment staff

HOW <u>For All Target Groups Except Adults:</u>

Use newsletters to create an awareness of:

1. Trends in the job market as related to training and employment opportunities.
2. Availability of training programs for students to take advantage of these trends by preparing themselves for technological changes in the job market.
3. Name and address of individual to contact for those desiring additional information.
4. News of graduates of training program and details of positions they currently hold.
5. Information about vocational educators teaching in the programs.
6. Special section for students in a program nontraditional for their target group.

See Appendix F for details on writing effective newsletters.

STRATEGIES

WHAT NEWSPAPER ADVERTISEMENTS

WHEN Several times during the year

WHERE Local newspaper, advertisement weekly, or school newspaper

WHO Recruitment staff

HOW <u>For All Target Groups:</u>

Consider asking a journalism class to develop advertisements. Advertisement should contain information about availability of jobs in the community and specific programs available to train for those positions. This could also be used to provide information about other programs available at the institution or within the community. Be sure the advertisement contains specific information about who to contact for information.

To reach female readers, place in part of the paper most likely to be noticed by females--family section, recipe section, television program section, school notice section. To reach male readers, place in sport section or news section, or television program section. Emphasize wages and hours that are convenient for people with children in school or show drawings that invite nontraditional students of all ages.

See Appendix D for guidelines in the preparation of news articles.

STRATEGIES

WHAT "OPPORTUNITIES IN SELECTED OCCUPATIONS" DAY

WHEN Anytime during the year

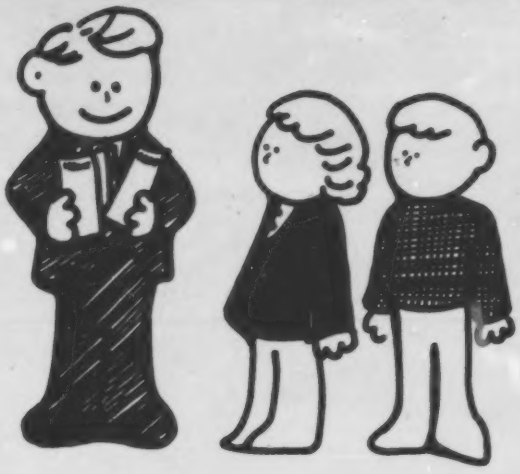
WHERE At shopping malls, junior and senior high schools, social clubs, community colleges, employment centers, public aid offices, social service agencies, target group organizations

WHO Nontraditional vocational educators and vocational students

HOW <u>For All Target Groups:</u>

Provide information with pictures, flyers, brochures and displays of nontraditional workers in the field. Also, provide information for the traditional students, but be sure nontraditional is the attention getter to draw the interest of passersby.

STRATEGIES



WHAT PEER ROLE MODEL

WHEN Anytime

WHERE Wherever scheduled

WHO Vocational students currently enrolled with assistance from recruitment staff

HOW <u>For All Target Groups:</u>

Use pioneering students from each vocational area to present program, serve as speakers, and meet with other students. Discussion ought to include the decision-making process to arrive at a choice of a vocational program and educational facility, the enrollment process, course requirements, training equipment, and related study habits and test taking.

STRATEGIES

WHAT PERSONAL LETTER MAILINGS

WHEN April or May with a follow-up in August

WHERE All potential students in target populations

WHO Recruitment staff or vocational counselors

HOW <u>For All Target Groups</u>:

Such correspondence may include:

1. Examples of target group persons who have used the local educational facility to successfully enter an occupation.

2. Information concerning vocational programs and the manner in which programs have been modified to meet the needs of the specific target groups.

3. List of student services designed to aid the target groups, including financial aid.

STRATEGIES

WHAT PICNIC OR PARTY FOR PROSPECTIVE STUDENTS AND PARENTS

WHEN Anytime

WHERE Centrally located site, such as the local park or community building

WHO Vocational educators, students, members of student organizations, advisory council members

HOW Write invitations to prospective students and their families

Sex:

Invite nontraditional students by announcing party in general education classes, or by written invitation to students designated by counselors or educators. Be sure to invite successfully employed former, nontraditional students to be present to answer questions and serve as role models. Use introductions of the former students as points of conversation stimulus.

Age:

Consider holding the event in conjunction with club meetings, such as Junior Women's Club, Elks, Beta Sigma Phi social sorority, in restaurants and churches. Be sure there is an age distribution of individuals responsible so a younger adult does not necessarily go to a group of older individuals.

Sponsor these social events to give adults an opportunity to discuss vocational education opportunities or specific programs in an informal, nonthreatening atmosphere. Have available a number of individuals who are assertive in approaching adults and feel comfortable discussing retraining needs as well as career change options available to them. Be prepared to follow through on requests promptly and to identify the next step for an individual to pursue.

Handicap:

Identify handicapped members in the community through communication with local schools, Department of Rehabilitation Services, local

STRATEGIES

community service agencies, Easter Seal Society, and parents of handicapped children's organizations. The following arrangements are important in planning and executing:

1. Send letter of invitation explaining the event and a schedule of transportation.

2. Provide aid and transportation for those in need.

3. Serve foods that are not too difficult to handle for those with poor motor coordination.

4. Provide interpreters for deaf students.

Information relating to the educational facility and specific programs might include:

1. Visuals of successfully employed handicapped persons.

2. Description of institutional and community facilities available to the handicapped such as wheel chair repair services, transportation, special recreation facilities and organizations.

3. Information regarding programs and courses, such as, special support services, modification of the curriculum instructional methods, classroom accommodations, and alterations in testing and evaluation.

Ethnic:

Through informal meetings, the development of an attitude of concern for the personal and educational development of students is possible. It is important that students, faculty, and institutional representatives from ethnic groups attend and actively communicate with prospective students and their families. To assure that food and entertainment reflect the heritage of ethnic groups, have target group students serve on the planning committee.

STRATEGIES

WHAT PLACEMENT OF RECRUITMENT POSTERS IN THE COMMUNITY

WHEN Periodically

WHERE At strategic locations that attract specific target groups

WHO Recruitment staff

HOW <u>Sex</u>:

To reach both males and females, place posters in places where same-sex groups may congregate and spend some time, i.e., Girl Scout meeting place, YWCA building, women's restrooms in public places or private business (get permission), lunch rooms, shopping malls, beauty shops, doctor's office waiting rooms, dentist's office waiting rooms, grocery stores, exercise centers, home extension offices, laundro-mats.

Picture males and females in nontraditional work situations. Show males and females of all ages, cultures, races, and physical conditions. Give wage and hour information in brief and estimate school time for completion. Give a name and phone number of a contact person.

<u>Age</u>:

The posters should depict specific opportunities available for adults with details about programs and persons to contact with tear-off information available on posters. These should be placed on a quarterly basis at locations such as: YMCA, YWCA, lodges, American Legion, police stations, detention centers, churches, movie theatres, bars, restaurants, amusement centers, shopping malls, beauty shops, banks, hospital waiting rooms, medical offices, employment agencies, unemployment offices, bowling alleys, bus stations, train stations, grocery stores, exercise centers, real estate agencies, home extension offices, credit unions, lending institutions.

The posters should address second career opportunities, retraining possibilities, and such services as child care available to adult students.

STRATEGIES

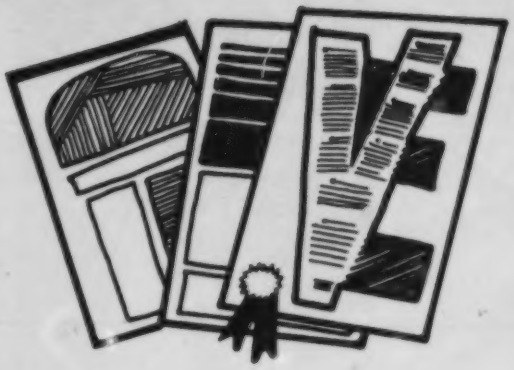
Handicap:

Depict a handicapped person in the performance of an occupational task. Also, briefly relate training programs to employment opportunities with an emphasis on the manner in which training equipment and curriculum content has been modified to meet the needs of the handicapped. Posters are to be placed in locations frequented by the handicapped, i.e., rehabilitation offices, medical service offices, equipment supply businesses.

Ethnic:

Display posters containing representative target group members performing occupational tasks in locations frequented by members of the target group, such as, restaurants, churches, recreational centers, bilingual centers, and other community centers.

STRATEGIES



WHAT POSTER CONTEST

WHEN Anytime during the school year

WHERE In each vocational program area in a secondary or postsecondary institution

WHO Program chairperson, vocational administrator, or vocational educator

HOW <u>For All Target Populations:</u>

Offer a prize to the entire vocational student body for the poster design that best suits the theme of vocational education for all people in each program area. Be sure that students understand that all populations are to be considered, regardless of sex, age, ethnic culture, or handicap. Give one prize for a poster for each program area and another one for a poster that promotes vocational education in general. Use the winning posters as part of the public relations and recruitment material for fulfilling several other of the recruitment strategies.

STRATEGIES

WHAT PRE-VOCATIONAL PROGRAMS

WHEN Prior to vocational program choice--during summer or between semesters

WHERE Vocational facility

WHO Vocational educators, counselors, and students

HOW <u>Sex and Ethnic:</u>

Provide an opportunity for pre-vocational students to engage in an occupationally related psychomotor task similar to a training component in a specific vocational curriculum. Discuss with the students the relative strengths and weaknesses of their performance in relation to enrollment and completion of a vocational program.

<u>Handicap:</u>

Provide an opportunity for the handicapped person to engage in an occupational related psychomotor task similar to a training component in a specific vocational curriculum. Stress any equipment modifications for the benefit of the handicapped and discuss how the design allows equal competition with other students. It is important to discuss any difficulties the person may have with particular tasks in the realm of whether the difficulty can be realistically overcome.

STRATEGIES

WHAT RADIO AND TELEVISION SPOTS (PUBLIC SERVICE ANNOUNCEMENT)

WHEN Throughout the year

WHERE Local radio or television station

WHO Recruitment staff, vocational educator or chairperson sensitive to the target population.

HOW Refer to Appendix H for specific guidelines for preparing radio and television announcements

Sex:

Use a female speaker and alternate culturally different voices with older female voices. Emphasize that vocational education is for women, too, that particular programs are for women, and that particular institutions welcome women in all areas. Emphasize the personal satisfaction of an occupation that matches interests. Include examples of women choosing to combine work and family living.

Age:

Radio stations popular for adult listening should be used. Use adults to give testimonials on how they used a vocational program to upgrade, retrain, or prepare for a new occupation. Be sure the testimonials by adults explain how they progressed through the program, how it impacted their lives, and how they used services provided while completing the program.

Handicap:

Describe the buildings and classrooms that have been modified for the handicapped, including ramps, elevators, braille signs, adjustable lab stations, and modified curriculum designs. State that vocational institutions are seeking the enrollment of handicapped students.

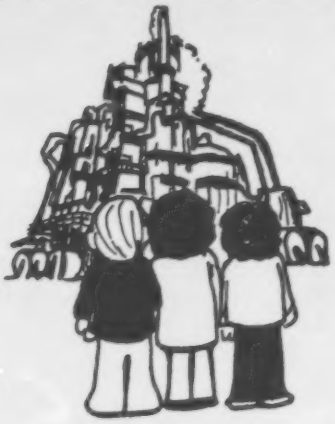
STRATEGIES

Ethnic:

Use radio and television stations popular with target group. Use ethnic culture members as speakers to indicate that vocational education is an appropriate avenue for a successful and rewarding career. Indicate that particular institutions offer a wide range of student support services such as financial aid, tutoring, guidance, and placement services to supplement the vocational and technical course offerings. Finally, note the salary range and job availability of particular occupations.

Note: Related media presentations regarding the various aspects of vocational education are available through the Illinois State Board of Education Department of Adult, Vocational and Technical Education.

STRATEGIES



WHAT RECRUITMENT STAFF VISITS TO BUSINESS AND INDUSTRIAL SITES

WHEN At convenient times for the business or industry

WHERE On-site at the business or industry

WHO Vocational educators and recruitment staff

HOW <u>Ages</u>:

Contact the personnel department of the business or industry and ask for an opportunity to talk to employees during coffee breaks or before/after work concerning training, retraining, and other opportunities that the institution may provide. Send written explanation of the visit to all workers prior to the visit so they understand the purpose and feel free to talk about these matters.

STRATEGIES

WHAT RECRUITMENT TEAM FROM VOCATIONAL EDUCATION FACILITY

WHEN Anytime during the year, particularly at times when total community is represented

WHERE Junior high school, senior high school, church potlucks, Rotary meetings, Lions Club, senior citizen programs, Elks Club, Masonic Lodge, Knights of Columbus, Moose Lodge, Boy and Girl Scouts, YMCA, parents' groups, Jaycees, Junior Women's Club, Newcomers Club, Beta Sigma Phi, auxiliaries, women's associations in churches, American Association for Retired Persons, ethnic clubs, home extension programs

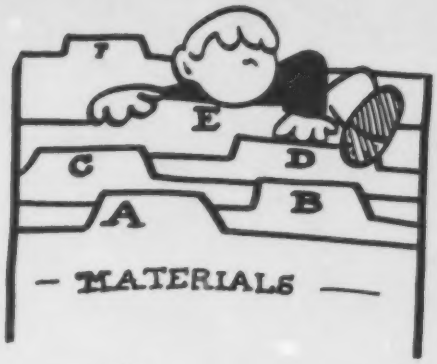
WHO Vocational administrators, educators, students, counselors, and advisory council members

HOW <u>For All Target Groups:</u>

Identify a list of names representative of the vocational administrators, educators, counselors, students, and advisory council members committed to nontraditional recruitment. These individuals can be called upon to implement any of the strategies. They may also constitute teams that represent a vocational education institution or program.

Be sure the team members are nontraditional, i.e., is the home economics teacher a female and the shop teacher male? Are the students in traditional programs themselves and just <u>talking</u> non-traditional? Are the administrators all male? The community will <u>see</u> the team and what it represents more than it will <u>hear</u> what the team says. If the team only talks nontraditional but is actually traditional itself, then the audiences will get the message that it is okay to <u>talk</u> nontraditional but one must live traditionally.

STRATEGIES



WHAT RESOURCE CENTER

WHEN For continuous use

WHERE Near vocational programs in educational institution or in conjunction with local library

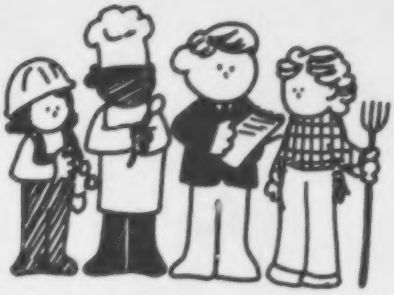
WHO Vocational director

HOW <u>For All Target Groups:</u>

Enlist the support and assistance of staffs of learning, career and media centers. Ask them to identify available materials, as well as to continue to order new materials on changes in the work force and family, sex stereotyping, and pioneering careers. Once materials are available, these activities are possible:

1. Provide a list of available resources to educators and counselors.
2. Publicize the resource center district-wide and in community.
3. Meet with all school faculty to explain materials.

STRATEGIES



WHAT RESOURCE PERSONS

WHEN For continuous contact by all school personnel

WHERE From community and school

WHO Vocational director

HOW <u>For All Target Groups:</u>

Develop a list of resource people with telephone numbers from the faculty and community who will encourage students in their vocational education interests. Identify parents for the list by asking students what their parents' occupations and interests are. Include men who do shopping, can food, and type. Use women who do woodworking, repair appliances, and operate heavy equipment. Use the list to:

1. Supply names to staff involved in career education, along with ideas of how the people might be called upon as speakers for panels, to do demonstrations, and for student interviews.

2. Work with other teachers and guidance counselors, then have the people at a career fair.

3. Obtain information and photographs of the people "on-the-job" for use in other promotional activities.

STRATEGIES

WHAT SEX EQUITY WORKSHOPS

WHEN Throughout the year

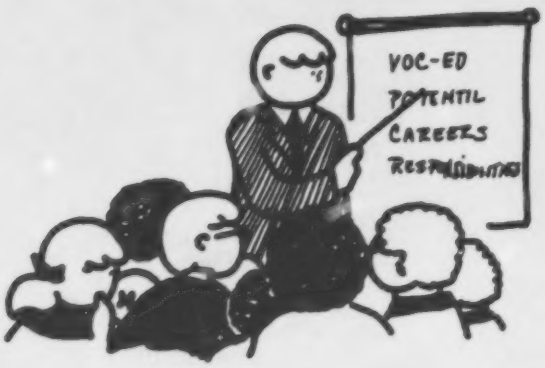
WHERE On the school premises for parents, teachers, counselors, and students

WHO A member of the Illinois Sex Equity Cadre specially trained to conduct such workshops

HOW Sex:

Contact the Illinois Sex Equity Coordinator or Supervisor in the Department of Adult, Vocational and Technical Education in Springfield, Illinois, at 101 N. First Street, Springfield, Illinois, 62704. (217-782-5098)

STRATEGIES



WHAT SHORT COURSE FOR CAREER EXPLORATION

WHEN Schedule throughout the school year

WHERE At the training facility or accessible locations in the community

WHO Vocational counselors or vocational educators

HOW <u>For All Target Groups</u>:

The purpose of such an activity is to aid a person in arriving at a realistic choice for a vocational training program. Pertinent areas of concern include:

1. Occupational information in terms of task descriptions including specific psychomotor requirements as well as more general background such as the work-place environment, availability of positions, salary, etc.

2. Assessment of a person's "vocational self." Indicate that job success is normally dependent upon the degree to which the job function corresponds to the interests, values, aptitudes, and occupationally-related needs of the individual. Structure informal and formal means to allow the prospective student to assess his/her aptitudes, interests, values, and needs.

3. Instruct the person as to the technique to compare their "self-needs" to the requirements of an occupation and the related training program in order to arrive at a compatible and satisfactory educational decision regarding enrollment.

STRATEGIES

WHAT SMALL GROUP PANEL DISCUSSIONS/WORKSHOPS (PARENTS AND DAUGHTERS OR PARENTS AND SONS)

WHEN Once each school semester

WHERE At the school

WHO Recruitment staff, vocational educators, counselors, current and past vocational students, prospective employers

HOW <u>For All Target Groups:</u>

Offer awareness experiences for both groups consideration of nontraditional occupations. Set up panel discussion by students, teachers, and employers for information gathering and questions. After the overview of each program area, permit time for discussion and conversation informally. Provide brochures or flyers with contact names, and course information.

See the strategy entitled, BIAS-FREE BROCHURES for detailed guidelines in the preparation of brochures.

STRATEGIES

WHAT TELEPHONE NUMBER WITH PRE-RECORDED INFORMATION

WHEN Available 24 hours

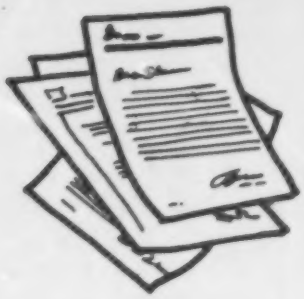
WHERE Special school number

WHO Recruitment staff

HOW <u>For All Target Groups</u>:

Have a telephone number that students can use to hear pre-recorded information about regular programs as well as pioneering programs. The recording should be no longer than several minutes, and the content should be changed frequently. Be sure there is always a person's name, location, and number to contact for additional information. Consider listing the telephone number under "Vocational Education" in the yellow pages.

STRATEGIES



WHAT TESTIMONIAL LETTERS FROM SUCCESSFUL GRADUATES

WHEN Anytime during the year

WHERE For use within the school and community

WHO Vocation program chairperson or vocational educator

HOW <u>Sex</u>:

Contact graduates from a follow-up study and assist them in preparing a letter that touches on present tasks, responsibilities, opportunities, what courses helped them the most, salary range, personal satisfaction, etc. Place letter and a current picture, if possible, on a centrally located bulletin board--<u>not</u> just the program area bulletin board, otherwise only previously interested or enrolled students may see it.

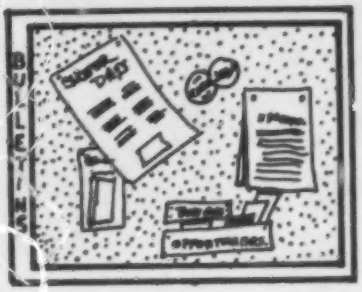
<u>Age</u>:

Display letters from adult graduates who have experienced career change or retraining on bulletin board located near rooms where adults attend classes or have meetings.

<u>Handicap and Ethnic</u>:

Include brief statements concerning the person's social and educational background and the manner in which this developed into present career. Other information may include salary range, working conditions and job responsibilities. It would be beneficial for the person to outline the ways in which a facility accommodated his/her handicap; include a contact name at the local vocational education facility for further information. Such letters could also be included in other publications such as monthly newsletters.

STRATEGIES



WHAT VOCATIONAL DISPLAY/BULLETIN BOARD

WHEN Throughout the year

WHERE Career day locations, classrooms, neutral hallways or entrance areas

WHO Vocational educators, recruitment staff, vocational students

HOW <u>For All Target Groups:</u>

Show all target populations in nontraditional work situations by means of drawings or photographs. Present men and women of various ages, ethnic cultures, and physical conditions. The critical factor is location. If a home economics bulletin board is placed in the home economics classroom, only students already interested in home economics or already enrolled in home economics will learn of the opportunities. It is vital to reach uncommitted students with recruitment information. Encourage vocational educators to exchange bulletin board space to inform students of other program areas.

See Appendix C for detailed guidelines in preparing displays and exhibits.

STRATEGIES

WHAT WHEEL CHAIR BASKETBALL GAME (BOOTH)

WHEN During winter months

WHERE At community gymnasium

WHO Vocational administrators, counselors, and students

HOW <u>For All Target Groups:</u>

Arrange for two teams to play a basketball game in wheel chairs. Ideally, one team would be comprised of paraplegics with basketball experience to convey the message that the handicapped can successfully compete against other groups. Since the event is to promote vocational education, ensure that information relative to vocational education generally, and particular institutions and training programs specifically, are made available at a booth located in the refreshment area.

STRATEGIES

WHAT WORKSHOP-CONFERENCE FOR SELECTED COMMUNITY REPRESENTATIVES

WHEN Spring

WHERE Vocational education facility

WHO Vocational educators and counselors

HOW <u>For All Target Groups</u>:

Invite representatives from counseling and teaching staff, county and city elected officials, CETA, social service agencies, law enforcement personnel, and women's groups. Through group discussions, audio/visual presentations, and dissemination of related material, demonstrate that vocational education can be an important factor in facilitating personal development. Areas of concern might include:

1. Presentation of academic/training programs and the manner by which completion of such programs may lead to entry into a specific occupational area.

2. Discussion of student support services including recruitment, counseling, tutoring, financial aid, and job placement.

3. Communication channels between these community contacts and vocational staff members.

See strategy entitled BIAS-FREE SLIDE-TAPE SERIES and Appendix J for guidelines in preparing slide-tape series.

STRATEGIES

WHAT WORKSHOPS/CONFERENCES FOR STUDENTS AND PARENTS

WHEN Anytime during the school year or during the summer months

WHERE High schools, local community college, or other school facility

WHO Recruitment staff, vocational counselors, vocational educators, and students

HOW <u>For All Target Groups</u>:

The intent of such activities is to develop awareness of outstanding features in the world-of-work with an emphasis on employment opportunities, educational and training programs offered by the local college, methods to aid the educational and career decision-making process, and increased awareness of special needs of all the target groups. Workshop content includes:

1. Audio/visual presentations of all student groups performing a wide range of occupational tasks in the work environment.

2. World-of-work information relative to salaries, fringe benefits, working conditions, geographic location of jobs, job responsibilities, and career advancement potential for various occupational areas.

3. Career decision-making model demonstrating the manner by which personal characteristics of interests, aptitudes, educational background, and job-related values are compared and contrasted with the requirements of various occupations to arrive at a vocational training choice.

4. Awareness activities designed to broaden attitudes concerning the individual target groups.

5. Distribute catalogs, bulletins, and other information regarding academic (course listings, program requirements) and student services (counseling, tutoring, financial assistance) which are available at the college or university. A follow-up with a letter or phone call to those who have indicated an interest is preferable.

APPENDIX

A

PREPARING BROCHURES, POSTERS, AND FLYERS

Format

Brochures and flyers are probably the most common forms of printed material for giving information briefly and inexpensively. Even when produced on a limited budget, they can be very effective. There are several important facts to keep in mind when doing such a printed piece:

1. Identify the target audience
2. Organize the information for the brochure, keeping copy brief and to the point
3. Be factual and honest
4. Use photos only if good ones are available and the publication will be printed professionally. Keep graphics simple on the cover. Select a title that identifies the topic clearly
5. If at all possible, use color to catch the reader's eye
6. If colored paper is chosen, avoid dark shades. For readability, white or off-white is best

Style

When writing brochures:

1. Get the most important information where it is read first
2. Appeal to the reader's ego or self-interests

APPENDIX

3. Use simple words

4. Use statistics if possible

5. Use subtitles to organize the reading

6. Keep a file of brochures for ideas

7. Always include the important facts, but there is no need to tell the whole story of a program on a brochure or flyer

Note: See also Module G-3, Develop Brochures to Promote Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens Georgia, 1977.

B

VOCATIONAL EDUCATION IS FOR YOU

_____

(SCHOOL NAME)

APPENDIX

C

PREPARING A DISPLAY OR EXHIBIT

A display or exhibit is an excellent technique for motivating and stimulating interest because they attract attention and arouse interest.

Planning*

1. Decide on the purpose--who is the audience, what technique is most likely to reach them
2. Decide on what materials to use--clippings, photos, charts, sample products
3. Draw up a plan--select content, keep it simple, convey one idea, sketch idea on paper, check for visual balance, determine space needed
4. Assemble the display--seek student help
5. Evaluate--observe individuals looking at the display. What do they look at most, how much time do they spend looking at the display, what are their comments

Tips

1. Avoid statistics--pictures are better
2. Keep the display simple and uncluttered
3. Use movement or special activities to get attention--persons performing at machines, flashing lights, a movie projector, a push-button, equipment in action, good lighting
4. Combine many techniques--color, action, photographs

*Promoting Vocational Education, West Virginia Department of Education, 1976, p. 18.

APPENDIX

5. Use unusual ideas, materials, and approaches--a booth which tells a story, objects made by students, models of equipment or buildings, photographs of projects and activities

6. Use many people for ideas and techniques--art teacher, advertising club, graphics class, photography class

7. Have some hand-outs--brochures, flyers, or giveaways

Note: See also Module G-4, Prepare Displays to Promote Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens Georgia, 1977.

APPENDIX

D

PREPARING NEWS ARTICLES

Contact with editors of local newspapers and school newspapers should always begin with a personal visit, telephone call, or both. Personalizing things can go a long way toward helping achieve this objective: gaining publicity for the program via news coverage. An editor is always glad to be able to make the association between news releases and the individuals who originated them. Personal contact tends to open and keep open the lines of communications.

Format*

1. Type the copy, double-spaced on high-quality 8-1/2" x 11" paper. Use only one side of the paper. Copy must be clean, legible, and free of typographical errors.

2. Allow ample margins (1-1/2") for the editor to make notes.

3. Identify the institution in the upper left-hand corner of the first page. Give the date the release is sent, the name of the person to contact for further information, and the name, address, and telephone number of the institution.

4. Get an Associated Press Stylebook. Many newspapers adhere to AP style as closely as possible and anything written according to AP style will be instantly usable. Contact The Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020; phone 212-262-4000; or contact the nearest college or university bookstore for a copy.

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 25.

APPENDIX

5. Write a release date at the top of the page to indicate when the story can be published. If it can be published anytime, write "For Immediate Release." In the body of the release, use specific dates rather than "yesterday" or "tomorrow."

6. The first paragraph should answer the basic questions: Who? What? When? Where? How? Why? Develop the story so the most important facts are given in the first paragraphs. Then go on with more information which is slightly less important. The editor can then cut the story without losing any vital information.

7. Use simple, accurate words; avoid editorial comment and personal opinion. If the purpose of the story requires an expression of opinion, present it as a quotation. Obviously, one must have permission to use the person's name in this context.

8. When identifying someone, give the first name, middle initial, and last name, along with the person's title or position. Be accurate in spelling names.

9. Keep sentences and paragraphs short. The release itself should also be brief--one or two pages is usually enough. If it runs more than one page, write "more" at the bottom of each page except the final one. Identify and number each succeeding page at the top. On the last page, put "-30-" or ### at the bottom.

10. Send an original, typed copy, if possible, to each person. If the list is extensive, send a clean photocopy or mimeographed copy. Never send carbon copies; keep one for a record.

11. Never write two stories on the same page.

12. Send the release to only one person on the staff of each newspaper.

Style

Successful news article writing comes through reading, practicing, and repeating the reading. Some suggestions for what newspapers usually like include:

--Human interest stories

--Steady, day-by-day, year-round coverage

--Easy-to-understand interpretations of programs and services

APPENDIX

Suggested topics include announcements of contests, committees, new programs, upcoming meetings, enrollment deadlines, elected officers, and stories about clubs, club projects, and programs. Of course, it is desirable to announce program aims, special events, success stories of students, faculty accomplishments, interviews, and other information valuable for public knowledge.

Tips

Some pointers for better relations with your local news staff:

1. Do not ask or expect the newspaper to publish a news release exactly as written. Most papers will do some editing.
2. Do not insist on a particular day for the item to appear. If there is no reason for the article to appear on a particular day, the paper may save it for a filler.
3. Do not overlook the newspaper deadline. Always have the item in on time.
4. To save time and effort for subsequent news articles, keep biographical sketches of administrators and faculty members handy for use in news items.
5. Be sure to follow the proper channels used in the school for the release of news. If a person is responsible for publicity, cooperate with that person.

Note: See also Module G-5, Prepare News Releases and Articles Concerning Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens Georgia, 1977.

APPENDIX

E

SAMPLE NEWS RELEASE*

Central University
June 10, 1981
Paul Sloan
10 Center Street
Centerville, Illinois
555-7777

For Immediate Release

As a high-school senior, Ann Drake wanted to become an airline stewardess. Now, some 10 years later, Drake still has her head in the clouds, but her feet are solidly planted on earth.

The former Springfield North High School student will go to work February 4 for Eastern Airlines, but serving sandwiches and drinks will not be part of her routine.

She will be responsible for scheduling engine maintenance for Eastern's entire fleet at the airline's engine overhaul facility at Miami International Airport in Florida.

For someone who never gave much thought to a college education, much less a management position with one of the world's largest airlines, Drake admits she has come a long way.

Her path to an entry-level management job as a work controller with Eastern has taken her through more than three years in the U.S. Navy, a stint as a records clerk and maintenance scheduler for Delta Airlines and a couple years in Central University's aviation management program.

-more-

*Tom Wood, University News Service, Southern Illinois University, Carbondale Illinois. (Paraphrased and names changed)

APPENDIX

She completed work toward a bechelor of science degree in aviation management in December, and, with the help of counselor Sheila Long of the Central University's Career Planning and Placement Center, landed the job for which she was training.

"It's like a dream come true, but one I've been working hard for," said Drake, "I can hardly wait to get started."

Drake will not pick up her CU degree until commencement ceremonies in May, and by then she expects to have her Federal Aviation Administration airframe and powerplant license and her private pilot's licence.

Those might seem like pretty heady accomplishments for a woman who is just breaking into a work field dominated by men, but Drake says she's got her sights set pretty high.

"By the end of the year I hope to have passed my tests and gained a promotion from work controller to work manager," she said. "I'll be one of only three women work controllers at Eastern's engine overhaul facility."

Drake will be responsible for scheduling hundreds of airplanes for engine maintenance. She will be in charge of a multi-million dollar budget and a work force of some 100 mechanics, according to Mike Jackson of Eastern Airlines.

"I hope to be with Eastern for years and to work my way up the management ladder," said Drake. "I figure the more progress I make the more doors I open for women."

And, according to Long, Drake's ambitions are realistic.

"We know Ann is extremely well qualified, and Eastern is making unusually strong efforts to work more women into top-level management positions," said Long. "I think Ann has the world at her feet."

That and a few hundred aircraft.

-###-

APPENDIX

F

PREPARING A NEWSLETTER

Format*

A regularly published newsletter can be an effective method of communicating the vocational education story. Before beginning, determine the target groups to reach with the message so it can be geared to their interests. Then plan a production schedule backwards, beginning with the date the issue is to reach the readers. Leave time for distribution. Find out from the printer how much time is needed for the production and be sure to allow enough time to read proofs. Working backwards in this endeavor, you can easily set deadlines for completion of the copy and layout.

Some basic steps to follow:

1. Select a good name for the newsletter that will help establish its identity.
2. Determine whether it will be typeset or typed, and how it will be printed.
3. Establish a copy deadline for receiving materials from those who wish to write for the newsletter.
4. Find some key people in the school who can help--journalism, English, art, photography, and business and office teachers can all be excellent resources.
5. Design a masthead or "flag" which includes the publication's name and can be used on every issue.

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 25.

APPENDIX

6. Select the size newsletter - popular sizes are 8-1/2" x 14", and 11" x 15".

7. Type should be simple and no smaller than eight point. Ten point is recommended for good readability.

8. Photographs help immeasurably to enhance the appeal of the paper. If facilities for printing photographs are not available, then try to use graphics or illustrations. Keep graphics and illustrations to a minimum.

9. Column widths are also important. Never set type across the width of the page. On an 8-1/2" x 11" page, for example, use two or three columns of copy. On larger paper, three to five columns would be desirable.

Style*

The content will make the newsletter interesting or boring. Some of the kinds of information that might be included are:

1. Unusual projects by students
2. Calendar of events
3. Stories about programs
4. Question and answer column for teachers
5. Success stories
6. Concerns of students, teachers, and administrators
7. Student organization activities
8. Cartoons and jokes
9. Articles from readers
10. Recognition of teachers
11. Write in simple language; write as if speaking

*Promoting Vocational Education, West Virginia Board of Education, Charleston, West Virginia, 1976.

APPENDIX

12. Try to get the basic thoughts in the first two paragraphs of each story

Tips*

1. Be factual
2. Edit carefully--misspelled words can cause the reader to lose confidence in the publication
3. Use names as often as possible
4. Use stories in advance of important happenings--do not get caught in the trap of only reporting things after they happen
5. Emphasize the local angle of a state or national story
6. Publicize employees or students who win recognition, receive awards, get appointments
7. Interview important people and get their views
8. Vary the individuals that are asked for opinions or written about
9. Be open to new views, but do not let the publication be a sounding board for a small faction
10. Be objective; do not let personal opinions be reflected in the publication
11. Be newsy, not gossipy
12. Do read all copy before it goes to the printer to be certain that it is correct and in the style that conforms with the newsletter--proofread it again after it is set in type
13. Periodically, ask those who receive the newsletter if they read it and what they do or do not like about it

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 29.

APPENDIX

G

PLANNING AN OPEN HOUSE

One method of introducing and explaining the vocational program to the public is through the use of an open house. An open house may vary in complexity from a very simple affair in which only a few persons and a single teacher are involved, to a very complex event in which the entire community and entire school take part. Sometimes, open houses consist of abbreviated class schedules with class periods lasting ten or fifteen minutes. Parents are asked to follow the daily schedule of classes of their sons and daughters. Sometimes school-wide open houses are planned in order for the general public to visit departments, classrooms, and laboratories as they desire. The important point is that any open house acitivities should have a clear purpose.

Planning*

1. Involve students and faculty--this provides both an opportunity for cooperation among the faculty and a learning experience for students.

2. Have specific objectives--clear cut objectives will help in planning worthwhile activities. For example, if "real world" experiences are needed for printing students, invite the public to see what the students can do and provide them with samples of the students' work to encourage the community to make use of the student services.

3. Identify the audience--this permits the activities and displays to attract the interests of the persons to be reached.

4. Identify the activities--choose activities that meet the objectives.

*Conduct an Open House, Module G-7, The Center for Vocational Education, The Ohio State University, AAVIM, Athens, Georgia, 1978, p. 9-11.

APPENDIX

5. Obtain approval from the school administration--this provides a means to be sure dates do not conflict and that there are sufficient funds to pay for the event.

6. Assign chairpersons and/or committees to handle:

   a. publicity--local paper, radio and television, brochures, invitations

   b. guest reception--greeting and seating

   c. facilities--equipment, paper and pencils, heating, lighting, microphone

   d. displays--design, materials, setting up and dismantling

   e. program--program selection, guides, scripts, speakers

   f. entertainment/refreshments--hosts, food, serving, cleaning up

   g. clean up--overall check for returning facility to standard condition.

7. Schedule date and time--be sure there is no conflict with major school or community events.

8. Supervise and coordinate events--hold regularly scheduled meetings with chairpersons and/or committees to be sure the plans are moving along on schedule.

Tips

1. Arrange for several news stories about how teachers and students are preparing for the open house.

2. See that people know their assignments and are in place at the appropriate time.

3. Have a map of the center available.

4. If a large crowd is expected, provide for directed parking.

5. Use signs to direct people in the halls.

6. Make a final check of the facilities, displays, and materials.

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7. Meet guests and make presentations.

8. Follow through with clean up, thank you's, and evaluations.

APPENDIX

H

PREPARING RADIO AND TV SPOTS

Format*

Place name, institution, address, and phone number on the top of the page. Identify as a 10-second, 30-second or 60-second announcement. Note the dates for it to be aired: "Request frequent airings of the following Public Service Announcement over WMAT Saturday, June 4, through Sunday, June 12."

Type copy in capital letters and double or triple space. Leave a two-inch to three-inch margin on the left and a one-inch margin on the right. Ask the station about any other copy requirements.

Announcements should be written in a clear, direct fashion. Use simple language and provide phonetic spelling for unusual names or words.

Time the announcement before submission with the aid of a second hand or stopwatch, reading at a normal speed.

A 10-second announcement = about 25 words

A 30-second announcement = about 65 words

A 60-second announcement = about 120 words

When preparing copy for television spot announcements, number the slides in the sequence of appearance and give a brief identification in the left-hand

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 29.

APPENDIX

margin. Indicate with an "X" when you want the slide to be changed.

Example:

SLIDE #1 (student at machine)	X-HIGH SCHOOL STUDENTS HAVE AN OPPORTUNITY TO TRY OUT A JOB BEFORE MAKING A CAREER DECISION.

Types of programs*

Two types of spot announcements are commonly used by radio and television stations. The commercial or paid announcement is sold by the station and is scheduled in specific time periods. Public service announcements (PSA's), on the other hand, are free and scheduled at the station's discretion. Stations are required by Federal Communications Commission regulations to broadcast free announcements that are in the public interest. Local stations will air announcements if they are timely and well written.

Spot announcements. These should be simple descriptive, and in a few words tell the story. Most spots run 15 seconds to one minute.

Panel Discussions. This can be an interesting program if the panel is lively and stays on the subject at hand. Controversial issues or questions usually bring the best response.

Interviews. Interviews, like panel discussions, can be deadly dull unless carefully prepared and lively. It is usually best to follow an outline rather than a written script. A series of five-minute interviews between a vocational teacher, counselor, student and station talent makes a good program.

*Promotional Vocational Education, West Virginia Board of Education, Charleston, West Virginia, 1976, p. 5.

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News Documentaries. News documentaries are excellent ways to get coverage on human interest activities. Television stations are particularly interested in short, one-to-three minute human interest subjects for their news shows.

Tips

Because they are visual, television spot announcements demand the use of slides, film, or videotape. Color slides are the least expensive and simplest to use. They must be horizontal. If facilities to produce the slides are not available, the TV station can advise and even do the actual photography. Consider using a standard slide (a photo of your school or the school logo) for all announcements that are 10 seconds in length. A longer announcement requires more slides. Use three to five slides for a 30-second spot and six to ten for a 60-second spot.

Television and radio stations reserve the right to determine what has news value, when it will be aired, and from what perspective. It is important to know personnel in the news departments. When a contact person is established, then it is possible to ask for time which will reach the target audience.

Note: See also Module G-6, Arrange for Television and Radio Presentations Concerning Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens, Georgia, 1977.

APPENDIX

I

SAMPLE PUBLIC SERVICE ANNOUNCEMENT*

January 26, 19--

TO: WMAT RADIO PUBLIC AFFAIRS DEPARTMENT

FROM: Name
Institution
Address
Telephone

If possible, please use these public service announcements on your station to promote Vocational Education Week, Feb. 6-12. Your cooperation will be appreciated.

PUBLIC SERVICE
ANNOUNCEMENTS - VOCATIONAL EDUCATION WEEK

For use Feb. 6 through Feb. 12
10 seconds

SLIDE #1 X-FEBRUARY 6TH THROUGH 12TH IS VOCATIONAL EDUCATION WEEK. SUPPORT VOCATIONAL EDUCATION - REACHING OUT TO TRAIN MEN AND WOMEN FOR REWARDING CAREERS.

SLIDE #2 X-FEBRUARY 6TH THROUGH 12TH IS VOCATIONAL EDUCATION WEEK. VOCATIONAL EDUCATION NEEDS YOUR SUPPORT TO PROVIDE THE SKILLS MEN AND WOMEN NEED FOR SATISFYING CAREERS.

NOTE: These announcements were prepared for a television station. The same announcements could be used by a radio station without the references to the slides.

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 30.

APPENDIX

J

PREPARING SLIDE TAPE SERIES

Format

There are just three main steps in preparing a slide-tape series.

1. Write the script.
2. Take the slides.
3. Narrate the show.

In writing the script, outline the main points to get across. Then write the script, thinking in terms of the slides that can be obtained fairly certainly. Use form similar to this, jotting down the picture idea on one side and the text on the other. Keep the presentation short - between eight and twelve minutes is best. Each slide should be on the screen from five to fifteen seconds.

Slide idea

Script

_____

_____

_____

Frame _____

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In taking slides, take several pictures of each scene - that way there will be several from which to pick. Avoid posing the subject. If one does not feel comfortable taking the pictures personally, call on the institution's photography or art instructor and students for help. If the budget permits, hire a professional photographer. If this way is chosen, provide the photographer with a copy of the script so that the photographer will have an idea of what to capture on film.

When ready to narrate the show, the best option is to rely on a professional narrator. Many television and radio announcers freelance in this way. If a nonprofessional is selected, make sure the person's voice is pleasant and easy to understand. The quality of the sound track will be better if it is recorded in a sound studio. If this is not possible, be sure there is no background noise. When taping is done, music can be added at the beginning and at the end.

Tips*

1. If possible, put on an inaudible beep. Check with the audio-visual department to see if the equipment to do this is available. If not, use an audible beep. Use one that is low and unobtrusive to the ears. This can be done with a bell or some other sound.
2. The image should always fill the screen to the edges, even overlap.
3. Be sure to place the screen where it is easily seen by everyone.
4. Have a spare bulb.
5. Hook the tape recorder into the public address system if possible.

*Promoting Vocational Education, West Virginia Board of Education, Charleston, West Virginia, 1976, p. 14.

APPENDIX

6. If a PA system isn't available, use a larger speaker which is attachable to the recorder. Unless the group is 15 people or less, do not rely only on the recorder's speaker.

APPENDIX

K

OCCUPATIONAL INFORMATION RESOURCES

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20402

The Department is a consistent and valid source of desired publications. A few primary resources include:

Occupational Outlook Handbook (Bulletin 1955)
This publication offers a comprehensive review of specific occupations including a description of the nature of the work tasks, training, qualifications and advancement, projected employment outlook, earnings and working conditions.

Occupational Outlook Quarterly
This periodical is designed to supplement the OOH in terms of employment developments which occur between editions of the OOH.

Occupational Outlook for College Graduates (Bulletin 1956)
The quarterly offers occupational outlook information about jobs that require an education or training beyond the high school level.

Occupational Projections and Training Date (Bulletin 2020)
This report presents detailed statistics on past and projected job openings, number of people completing training in various fields and discusses ways of analyzing supply and demand data for educational planning.

Available Resources for the Limited English-Speaking

National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite B2-11
Rosslyn, Virginia 22209

Illinois State Board of Education
Vocational Education for the Limited English-Speaking

APPENDIX

Prepared by:

Bilingual Vocational Education Project
500 South Dwyer Avenue
Arlington Heights, Illinois 60005

Illinois State Refugee Coordinator
Department of Public Aid
Chicago, Illinois 60601

Asian Human Services of Chicago, Inc.
3745 North Clark
Chicago, Illinois 61613

Chinese-American Service League
219 West Cermak
Chicago, Illinois 60616

Korean-American Community Services
4415-17 North Clark
Chicago, Illinois 60640

Resources for Women in Vocational Education

Education Opportunities Series
Catalyst
14 East 60th Street
New York, NY 10022

A Handbook for Workshops on Sex Equality in Education
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Women in Nontraditional Occupations - A Bibliography
Department of Education
Bureau of Occupational and Adult Education
Washington, D.C. 20202

American Woman: New Opportunities
Butterick Publishing
161 Sixth Avenue
New York, NY 10013

Issues of Sex Bias and Sex Fairness in Career Interest Measurement
Department of Education: National Institute of Education
Washington, D.C. 20202

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Undoing Sex Stereotypes - Research and Resources for Educators
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10036

Manual on Enforcing Title IX of the Education Amendments of 1972
Department of Education: Office of the Secretary
Washington, D.C. 20202

Dimensions on Women's Employment in Nontraditional Female Occupations
Department of Education
Bureau of Occupational and Adult Education
Washington, D.C. 20202

Sex Fairness in Career Guidance: a Learning Kit
ABT Publications
55 Wheeler Street
Cambridge, Massachusetts 02138

Women in Vocational Education
American Vocational Association
Public Information, Incorporated
1915 West College
Boseman, Minnesota 59715

A Selected Bibliography of Resources for Motivation-Development of Self, Examination of Sex Roles, and Clarifying Values for Careers
Joliet Township High School
201 East Jefferson
Joliet, Illinois 60432

Sex Fairness in Career Education
Ohio State University
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Career Opportunities for Women
Channing L. Bete Co.
45 Federal Street
Greenfield, Massachusetts 01301

Expanding Nontraditional Opportunities in Vocational Education
Ellis Associates, Inc.
P.O. Box 466
College Park, Maryland 20740

APPENDIX

Women and Employment: Career Planning, Choice, and Change
ERIC Clearinghouse in Career Education
204 Gabel Hall
Northern Illinois University
Dekalb, Illinois 60115

Vocational Preparation for Women: A Critical Analysis
Illinois State Board of Education
Department of Adult Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

An Annotated Bibliography of ERIC Documents on Sex Stereotyping in Vocational Education
Western Curriculum Coordination Center
Honolulu, Hawaii 96822

U.S. Working Women: A Databook
U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

New Career Options for Women: A Counselor's Sourcebook
Human Sciences Press
72 Fifth Avenue
New York, NY 10011

Women Workers Today
U.S. Department of Labor
Employment Standards Administration, Women's Bureau
Washington, D.C. 20210

Providing Career Guidance for Young Women
National Consortium Project
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

APPENDIX

L

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